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ABSTRACT

The Greek elementary school system is described in this booklet, which was developed for those teaching Greek children who come directly from Greek elementary schools to Chicago public schools. The Greek school system is described as different from the Chicago one in both content and methods of instruction; thus, the purpose of this document is to help Chicago teachers understand the Greek student's educational background in order to provide him/her with as much continuity of instruction as possible. Information is presented by grade level, and focuses on the areas of religion, language, arithmetic and geometry, history, geography, environmental studies, the sciences, arts and crafts, music, and physical education. (CMG)

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CURRICULUM BULLETIN NUMBER TWENTY-THREE

# The Greek Elementary School System

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Department of Curriculum

JOSEPH P. HANNON
General Superintendent of Schools

Board of Education
City of Chicago
1979

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PREFACE

Curriculum Bulletin Number Twenty-Three is a description of the Greek elementary school system as it now exists in Greece.

This bulletin is offered to elementary school teachers in the Chicago public schools to expand their understanding of children who come directly from Greek elementary schools to Chicago.

The Greek elementary school system is different from the Chicago public schools in content and method of instruction, and it is intended that this publication will enable the Chicago teacher to understand the Greek pupil's educational background in order to provide him with continuity of instruction as far as possible.

The material in this bulletin is a description of what is taught in Greek in the elementary schools. It is not representative of what is taught in the Chicago public schools.

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# GRADE ONE

Religion

Greek Language

Arithmetic and Geometry

Study of Environment

Arts and Crafts

Music

Physical Education

The material in this bulletin is a description of what is taught in Greece in the elementary schools. It is not representative of what is taught in the Chicago public schools.

## GRADE ONE

### Religion

Teacher conducts a discussion on the family religious experience of the student.

Pupils practice the posture of praying and making the Greek Orthodox Cross.

The school day begins and ends with prayer. Pupils learn daily prayers and poems and religious songs from basic reader.

Pupils learn story of birth, christening, and suffering of Christ, and his resurrection.

Pupils learn school religious holidays and religious conduct in church.

### Greek Language

#### Reading

Development of reading skills based on pupil ability and level of comprehension and performance of these skills.

#### Materials

Instructional materials are from the approved list of readers, utilizing student background and environment.

Words recognition may begin with an individual word or phrase, requiring the student to listen and to imitate the teacher.

Pupils analyze sentences, words, syllables, clusters, and letters.

#### Writing

Writing exercises include various drawings and constructions, emphasizing the form of printed letters and avoiding complicated forms.

The teacher encourages physical uniformity in writing. Ink should be avoided, and pupils should write clear, well-formed letters.

Speaking

Language expression exercises encourage perfection in the use of the native language. Oral native language skills are accomplished through the correct usage of the native language by teacher and pupils in all areas of instruction. Story-telling or poem recitation helps to develop diction, and conversation regarding school announcements develops pupils' school-related vocabulary. The active participation of the student in school activities increases linguistic growth when the language is in correct phonetic and structural form, and correct word intonation is used.

Teachers attempt to increase the pupil's vocabulary and to build sound foundations for the pupil's linguistic growth and continuous development.

Storytelling should not exaggerate the fantasies of the students and should not frighten young students. The selected stories should be on the level of the students' comprehension. The narration of the teacher must be comprehensible, and must exhibit simple, representative expression.

Teachers keep in mind that through announcements and conversations the ability to communicate and participate in meaningful conversations is increased.

Language Skills - Grammar

Grammar exercises include analysis of words, syllables, syllables in clusters, and diphthongs. Grammar skills to be learned include the following:

- Word discrimination (identification) in a sentence
- Meaning of sentences and words
- Discrimination of letters in vowels and consonants

Usage of final s

- Study of dipthongs
- Identification of syllables
- Discrimination of similar vowels and diphthongs

- Identification of accents and pauses
- Use of accents
- Use of capital letters
- Use of punctuation marks
- Placement of accent
- Use of accent in short and long syllables

Spelling

Spelling exercies for the students require the knowledge and understanding of some grammatical rules.

Grammatical rules are necessary for the recognition of visual patterns, as well as the development of listening skills.

Teaching grammatical rules facilitates skill development. The repetition and expansion in various levels and grades will result in greater language skills, especially spelling.

Writing skills are introduced and practiced through daily copying of the basic reader and the frequent repetition of basic words.

Arithmetic and Geometry

In the first grade the main objectives are to introduce the students to the visual numbers and to motivate simple new thought.

The materials used are personal, such as parts of the body, or objects, such as wood blocks, rocks, and color pictures, which attract the students' attention.

The identification and writing of the numbers from 0-5 is learned by deriving the next number by adding one. Enumeration of numbers ascending by one (1-2-3-4-5) or descending by one (5-4-3-2-1) will help the student's perception of the operations of addition and subtraction, as well as the use of plus and minus symbols.

A specific objective is the mastery of all number combinations from 0 to 5, e.g., 1+1=2, 2-1=1, 2+2=4, 2-2=0, 3+1=4, 3-2=1, 4+1=5, and 5-1=4.

The identification and writing of the numbers from 6-10 is learned in the same way. The students practice addition and subtraction with the numbers under 10.

Similar instruction is used for numbers 11-20. Addition and subtraction is presented horizontally and vertically, e.g.,

10+10=20 10
+10
20.

Multiplication is introduced with one-digit numbers whose product does not exceed 20.

Division is introduced with two numbers which do not exceed twenty.

Introduce the concept of time, for example, 20 minutes, 10 minutes, and 5 minutes. Pupils solve problems mentally and then transfer that answer into their notebooks, e.g. mentally multiplying 4x2=8, then writing the product.

Pupils compare and contrast odd and even numbers. They enumerate numbers up to one hundred. Systematic teaching of the operations may proceed up to the number fifty.

Pupils learn to measure length through simple means and numbers, such as meter, foot, or even simple human steps.

The teacher introduces the measurement of volume through the use of various pots, vases, or receptacles.

Measurements of the common standard weight are introduced, for example, one kilo, one-half kilo, one-quarter kilo.

The children learn about paper money, coins, and their values.

The pupils learn the concept of time, for example, one hour, one day, one week, or one month.

The pupils learn to construct geometrical figures and gain experience in discriminating among circles, square, and triangle.

Comments

Exercises are intended to provide opportunities for solving problems in life situations.

Quantitative representations of numbers should facilitate visual enumeration and subdivision of numbers. For example,

if the number 9 is represented with nine circles, the following arrangements are recommended:

```
000    0000
000 or  0
000    0000.
```

The first experience of numbers should occur in a natural fashion, through various arithmetic games dealing with distances, surfaces of objects, and weight.

The pupils must be guided in early stages to practice and to apply arithmetic problems to daily life and to solve each problem correctly.

## Study of Environment

Environment includes various areas of the child's physical and cultural surroundings. The following major areas are included:

culture
country
social upbringing
health
folklore

The following specific parts of the child's environment are discussed:

### Family

food
health and food
health and sleep
relatives
visits among family members
rules for good behavior and conduct
home furnishings, utensils, and their uses
mutual dependence in society
heating and clothing
personal hygiene and health
thermometer
domestic animals
flower garden
vegetable garden

### School

schoolroom
school office
schoolyard and other school areas
school furniture

pictures of historical men and women
pictures of national benefactors
notebooks and texts
cleaning and caring for the school
teachers
classmates
pupil-teacher relationships
relations with other classmates
pupil responsibilities
pupil behavior in and out of school
personal cleanliness
keeping the air clean
safe diving in school pool
proper sitting position
going to and from school
traffic
national religious and school holidays
sickness
truth-telling
school teams and activities

School neighborhood

Church
priest
conduct in Church
neighborhood stores
community or municipal buildings
public squares
historical and religious sights
parks and national monuments
streets and streetcleaning

Seasons

man, animals, and plants
clothing and heating
day and night
clock
visits
snow and snowman

Sky

sun
moon
stars
horizon--north, south, east, and west

## Arts and Crafts

### Drawing Skills

The pupils keep a special art notebook as a record of their development in specific skills.

Colored pencils and chalk are used for drawing.

Pupils draw simple objects from their immediate environment, e.g., animals, plants, fruits, houses, and simple geometric figures.

The pupils are provided with opportunities to utilize their drawing skills in various school projects.

The pupils draw simple forms with directional guidance from the teacher, for example; up, down, right, left, to the east, or to the west.

### Comments

During the drawing period, all students may draw the same object, or each student may draw whatever he wishes, as long as the same drawing objective is attained.

Individual drawing for homework or at school is encouraged, especially in the case of those pupils who express such desire.

Pupils depict scenes, objects, or persons from the basic reader or other curriculum areas, e.g., the story of a rabbit in the garden or the Battle of Marathon.

Technical terms or reproduction of the physical environment requiring more advanced knowledge of drawing is not necessary in the lower grades.

It is suggested that the young child be provided opportunities to express his feelings and fantasies through his drawings.

### Handicraft Skills

Handicraft skills are achieved through construction of the following:

- geometrical figures
- letters
- people
- animals
- plants
- related objects

Materials

Clay, plastics, wooden blocks and wooden sticks, little rocks, shells, and construction paper.

Knitting and sewing with yarns of various colors is suggested for girls.

## Music

Music may provide opportunities for expression and development of rhythm appreciation; however, the selected songs are intended to reinforce all other instructional areas.

The curriculum guide suggests:

- eight prayers
- two school songs
- two autumn songs
- four winter songs
- six Christmas songs
- three New Year songs
- three Greek carnival songs
- three spring songs
- ten patriotic songs
- two songs about mother
- three Greek Easter songs
- various songs about people, animals, and natural settings

Music instruction is not only singing songs which are listed in the appendix (and which can be obtained from Greek ethnic stores), but also using music and singing in all curriculum areas.

Teachers have proper training in music, and the songs should have a happy tone and fast rhythm.

## Physical Education

Group exercises are organized with each group of children having names of animals, plants, numbers, or colors.

The children arrange themselves progressively in circles, straight lines, and double lines.

Children learn bending, turning, jumping, spreading out of a circle, and getting back into it.

The above skills are reinforced in the morning before classes enter the school and during the time of school visits to neighborhood sights.

Gymnastics exercises are combined with rhythmic games and imitations of the movements of animals and people.

The pupils take an imaginary trip. They act out getting on the bus, sitting while the bus is moving, and getting off the bus. They may cross a stream, jump a fence, or do other physical activities.

Rhythmic games

sailors
ducks
sun
small basket
little house
get some wood
get some rocks
little rabbit
watches
scale
saw
airplane
George
nests
train
dwarf
from the kitchen comes a cat's voice

Movement Imitation

stork flying
windmill turning
bear walking
mule kicking
lizard crawling
farmer havesting wheat
baker making bread

The pupil learns to perform the following movements.

place hands on the waist and move body from left to right, bend, lean forward and backward
move the arms around and around
bend and turn the body
turn the head
march (regular and on the toes)
jump and balance the body

Children's games

ball games
bee
wolf and the lamb
mouse and cat
labyrinths (maze)
race track
jump rope

Many other games may be used that assist body, individual, and group coordination.

Individual competition

individual races
long jump
high jump
throwing
gymnastics
swimming
dances

The physical education program prepares the pupil for various public performances. For the first semester group activities that encourage such development are emphasized. Part of the physical education program is development of an appreciation for sports, nature, and competition in the tradition of the Olympic spirit.

## GRADE TWO

Religion

Greek Language

Arithmetic and Geometry

Study of Environment

Arts and Crafts

Music

Physical Education

The material in this bulletin is a description of what is taught in Greece in the elementary schools. It is not representative of what is taught in the Chicago public schools.

## GRADE TWO

### Religion

Objectives and Activities

Prayers taught in the first grade are expanded in context and in meaning.

Religious poems and songs from various sources are utilized.

Knowledge of the religious holidays taught in first grade is expanded.

Introduce life of Christ. Birthdate, Immaculate Conception of Mary, resurrection of Lazarus, and other religious stories that relate to religious holidays are learned.

Comment

The religion curriculum for the second grade is similar to the first, and sometimes they are combined.

### Greek Language

Reading and Writing

The pupils develop competency and naturalness in reading and comprehension. Other materials besides the basic readers are used for reading exercises.

The children memorize short children's poems and they perform drills on correct diction and verbal use of punctuation.

The pupils learn to correlate reading with other curricular areas and school experiences.

Pupils are taught to do their written work with care and diligence.

Greek grammar and spelling are very important in the development of the pupil's reading and language arts skills.

The language arts program of the first grade is reinforced in the second grade.

Discrimination of proper and common nouns is introduced. The pupils identify proper nouns, people, and places.

The meanings of the parts of speech are introduced, verb, article, noun, and adjective. Rule memorization is not recommended at this stage.

Exercises are introduced covering the following:

Greek diphthongs (See Greek TESL guide.)
syllabication
identification
conjugation of Greek verbs
present form and the corresponding pronoun
declension of nouns
accents
suffixes
oral and mechanical conjugation of nominative, genitive, and accusative case

Comments

The objective of learning verb conjugations and noun declensions is to provide opportunities for the pupils to learn to listen, see, and apply these principles in a mechanical manner. Written exercises are included. Teachers exclude complicated forms and relate everything to the child's verbal experience.

Language arts exercises include linguistic exercises, announcements, and lexical drills. The first and second grades are similar in this area except for broadening of concepts and ability levels. Written or oral description of reading material or narration of mythic poems assist skill development.

Whole sentences expressing answers to questions in the daily linguistic exercises are required. Clarity, simplicity, brevity, and comprehensiveness in the teacher provide a model for the pupil's linguistic development. Pupils learn disciplined and orderly conversation.

Writing exercixes emphasize word choice, spelling, and syntax.

Pupils record personal and school experiences in diaries.

Teachers guide the pupils in describing a situation in sequence, for example, I got up, I washed, I prayed, I had breakfast. These written exercises should be short and concise.

The basic objective is to aid the student's linguistic development and writing facility.

Arithmetic and Geometry

Pupils review the material taught in the first grade. Counting by ten and by five is introduced, for example, 10, 20, 30, 40, 50, 5, 10, 15, 20, 25, and counting by one and by two is reinforced.

Pupils practice counting by ten up to 100.

Numbers based on tens and ones are formed.

Pupils learn the mechanics of addition and subtraction, both vertically and horizontally.

Teacher demonstrates analysis of the numbers and their factors, e.g., 24=4x6. Pupils do exercises in division of the numbers from 1-100.

Pupils do exercises of simple arithmetic problems, using addition, subtraction, multiplication and division.

Simple fractions are introduced, for example, 1/2, 1/3, 1/4, or 1/5.

Pupils learn the subdivisions of the monetary system, the metric system, and the time system as well as their calculation.

Simple geometrical figures, such as square, triangle, circle, and rectangle are introduced. Teachers should provide experiences for the understanding of geometrical concepts. Construction of the geometrical figures may be an activity for the arts and crafts periods.

Pupils learn to enumerate up to one thousand with emphasis on tens and hundreds. Writing of numbers is practiced up to two hundred.

Comment

Teachers should always strive to motivate the pupils to understand and learn.

## Study of Environment

The study of the environment in the second grade includes physical, cultural, and social areas.

The following major areas are included in the second grade:

Community
- village
- city

Neighborhood
- streets
- parks
- church
- community stores
- historical places and monuments
- main avenues
- lighting system
- transportation
- industrial development
- centers of cultural enrichment
- mailman
- street cleaners
- gardener
- national and religious celebrations
- market
- professions
- measurement
- money

Authorities
- policemen
- police station
- city hall
- government buildings

Land
- public parks
- trees
- flowers
- farms
- four seasons
- vegetable garden
- fruit garden
- vineyard
- distributor of water
- farm guard
- forest guard
- miller
- farmer
- wood cutter
- shepherd
- agriculturalist
- harvest
- pruner
- farm animals and plants
- valley
- mountain
- forest
- river
- lake
- sea
- boatman
- fisherman

The pupils or the teacher may tell stories about legends and traditions or local history.

Four Seasons

The four seasons and related concepts are continued in the second year with a broader perspective. Topics to be discussed include:

- produce of each season
- vintage
- dances and songs of each season
- customs and culture
- collection of olives
- fall rains
- plowing the land
- preparation of school garden
- Christmas
- New Year's Day
- cultural celebrations
- spring
- 1st of May celebration
- summer
- tourism
- hospitality to foreigners
- examinations
- summer vacation
- excursions
- human habitat
- housing
- health

Comments

There is no sequence in the teaching of the above areas or units.

Teacher may select the sequence of the units and extend them into the following year or may transfer one into the following year.

The teachers may select from the following in the first year:

- school
- house and family
- neighborhood
- sky
- seasons
- city (urban areas)
- authorities

Following are topics suitable for the second-year pupil:

garden
farm
fruit garden
vineyard
plain
mountain
forest
fresh water
sea
housing
health

## Arts and Crafts

The pupils keep special art notebooks to exhibit their drawing skills. Black or colored pencils are used for drawing simple objects, such as animals, plants, dried fruits, scenes from daily life in school, home, or the community, and geometric figures.

The pupils develop their drawing through the use of various techniques. They learn to discriminate between central basic lines and additional supportive lines, which enrich and complete geometric forms, and increase their cartographic skills.

### Comments

During the drawing period the whole class may participate in drawing the same object, animal, or plant, or each may draw something different, as long as all are learning the same skill.

Personal freedom of expression can be further developed by homework assignments or school assignments, especially in cases where students demonstrate a high level of ability. Teachers suggest drawings of objects, people, or places from basic readers or other curriculum areas.

Drawings from the physical environment require certain technical skills that may inhibit the pupil's motivation. Therefore, the teacher provides a certain degree of freedom for the young child to explore his fantasies freely in his drawing.

### Handicrafts

Handicrafts in the second grade are continued in a similar manner as in the first grade, but expanded concepts are expressed through symmetrical paper designs.

Boys are trained to construct boxes and other objects, while girls are trained to develop skills in knitting and other related areas.

Comments

Subject matter for handicrafts may be borrowed from all other curriculum areas and instruction in this area is similar, even though teachers are encouraged to provide for individual differences, especially for the gifted.

## Music

Music in the second grade is structured in the same manner as in the first grade. Some suggested musical exercises follow:

- prayers
- songs for the opening of school
- autumn songs
- winter songs
- Christmas songs
- pre-Lent carnival songs
- spring songs
- patriotic songs
- Easter songs
- songs about people
- songs about mother

Comments

The teaching of music is not limited to singing the above songs. The teacher may include others from the approved lists.

The objective of the music program is to interrelate other curriculum areas.

Teachers are trained to have the ability to teach music and singing as well as the sequential skills necessary for the development of music appreciation as a form of artistic self-expression and emotional satisfaction.

The songs of the lower grades have a fast rhythm and a happy tone.

## Physical Education

Physical exercises are determined by grade level, age, and physical development.

The class is organized into groups which are identified with names of animals, plants, colors, and numbers.

The groups may perform the following skills:

form a circle
form a single line
form a double line
jump up and down
turn about
jump and turn about
jump up and forward, like roosters
gather in circles
expand and contract the circles

In addition to the above, the physical education program includes exercises which prepare the pupils for visits to churches, parades, excursions, raising the flag, lowering the flag, and other related activities.

The physical education program of the second grade includes activities based on rhythmical games and imitational movement.

Using imaginary trip situations, the pupils are to perform the following tasks:

getting on the bus
sitting while the bus is moving
sitting while the brakes are applied
getting off the bus
crossing a street
jumping over a fence

Following are suggested games and exercises based on rhythmical movements:

sailors
ducks
house
reach for a piece of rock
reach for a piece of wood
rabbit
clock
scale
plane
train

Following are suggested games and exercises based on imitation:

How does the watermill turn?
How does a bird fly?
How does a bear walk?
How does a rabbit jump?
How does a frog jump?
How does a mule kick?
How does a snake crawl?
How does a farmer harvest wheat?
How does a boatman row the boat to shore?
How does the lumberman cut wood?

Pupils may perform athletic and competition games and skills, such as the following:

bee
wolf and the lamb
mouse and cat
labyrinth
racetrack
cops and robbers
kyra Maria
yero yero oli
jump rope
races
high jump
long jump

The final stage of this program includes:

excursions
neighborhood walks
folk dances
exercises to develop the body

Comments

Regular exercises in the first and second grade are designed to prepare the pupil for various school programs during national or religious holidays, as well as to develop a sound mind in a sound body.

The teacher has the freedom to devise his own exercises to meet the basic objectives.

The teacher should be selective in the type of exercises and must always try to integrate the physical educational program with the total curriculum.

Swimming may be introduced in the second grade, if facilities are available.

The overall objective of the program is to cultivate an appreciation for sports, athletic games, and the environment.

GRADE THREE

Religion

Greek Language

History

Arithmetic and Geometry

Geography

Natural Science and Chemistry

Arts and Crafts

Music

Physical Education

The material in this bulletin is a description of what is taught in Greece in the elementary schools. It is not representative of what is taught in the Chicago public schools.

## GRADE THREE

### Religion

The Old Testament and Prehistoric or Pre-Patriarchs Period are introduced in grade three.

Pupils discuss creation, paradis and man's fall from it, the Flood, and the Tower of Babel.

Patriarchs

Study of the Hebrew

History of Iov (Jahovah)

History of Moses and the Israelis in the desert of Sinai

Israeli kings and the prophets

Religious poems and songs from the basic readers and the music program

Prayers of first and second grade are expanded and related to the lives of Old Testament personalities.

The geography of the Old Testament is introduced and discussed.

Storytelling for comprehension of religious holidays and certain saints, such as the Holy Cross, St. Demetrious, St. George, and St. Constantine.

Comments

In the third and fourth grade the teaching of religion is based on teacher narration, with the objective of inspiring the religious attitude necessary for guiding the pupil's conduct in and out of school.

Through religious instruction, the following behavioral objectives are expected to be realized.

> Pupil development of a moral conscience which reflects Christian morality in daily life.
>
> Participation of pupils in the religious life by attending mass, participating in choirs, and other family, school, and religious activities.

Through this program the teachings of Greek Orthodoxy are to develop the cooperative spirit of the pupil as well as to develop a sense of love and appreciation for his fellow man.

## Greek Language

### Reading

Fluency and natural tone of voice are emphasized in the oral reading of poetry or prose.

In the third grade the student is trained in the skills of silent reading. Teachers have introduced the pupils to silent reading earlier, but a systematic effort is made at this time.

The pupil's reading ability and positive attitude toward reading increases through exposure to selected materials suggested by the teachers or through the school library.

The teacher encourages the students to read appropriate materials at home by providing information on suggested materials.

### Writing

The teacher provides a model for the correct formation of letters by writing on the chalkboard.

Written work is of high quality.

### Grammar

In the third grade there is a general review of all the skills and objectives taught in the previous grade through various exercises.

The following skills are to be achieved with emphasis on the grammatical aspects of the parts of speech:

general rules and exercises for application of syllabication

common words--identifying, spelling, pronouncing, and using in daily speech

intonation and accent of words

articles and their declensions

names, nouns, and their gender

identification and grouping of nouns into categories (Begin with familiar nouns, such as names of animals, plants, and objects from the environment of the home and school.)

recognition of declensions of nouns, adjectives, and pronouns

recognition of conjunctions and prepositions

recognition of written numbers and exercises in their spelling

meaning of adjectives and their suffixes

degree of adjectives

meaning of verbs

active verbs and verb conjugations

orthographic rules and their exceptions

participles

introduction of tenses

"helping" verbs to be and to have, in the present tense

declensions of nouns without discrimination of gender

introduction of adverbs (Pupils do exercises in spelling of adverbs and meaning of adverbs of place and adverbs of time.)

meaning of pronouns, personal, demonstrative, possessive (Pupils do exercises in the spelling of pronouns and their application in daily speech.)

etymology
formation of sentences

## History

History is introduced in the third grade.

The Greek mythology, legends, and traditions are narrated and studied to develop the pupil's interest in the study of history and the development of good character by learning from the accomplishments and contributions of Greek mythological heroes.

Following is a list of subjects to be covered:

Greek Heroes

Hercules' early life
challenge of Hercules to choose between
virtue and evil
Hercules' twelve labors
Alkistis
death of Hercules

Theseus' early life

trip to Athens
trip to Crete and destruction of Minoutar
return to Athens and death of his father Aegeous
Theseus' reign and death

Expedition of the Argonauts

Sanson and Pelias
The Golden Fleece
Voyage to Kolhida
abduction of the Golden Fleece
adventurous trip home

Trojan War

reasons for the war
participating Greek cities
gathering of the Greek fleet at Avlida
siege of Troy and the Ten Years' war.
Trojan Horse
Homer and Iliad

Ulysses' adventures on his way to Ithaka

Homer's Odyssey

Narration by the teacher is natural, representative, and once in a while provocative, without rhetorical exaggerations.

It is suggested that the local history of the community be taught, and that the pupils visit historical sights, monuments, and museums.

A school museum and school library could be established, with historical maps, pictures of historical relevancy, historical objects, and books at the students' various levels.

## Arithmetic and Geometry

Numbers from 1 to 1,000.

Oral and written review of second grade material, exercises and problem-solving from school, home, and community environment.

Exercises utilizing mental processes in the calculation of the first one hundred number operations, without writing addition and subtraction.

Exercises in addition and subtraction (check answers) and use of the terms, for example, sum, to add, difference, to subtract, and to take away.

The Pythagorian table (multiplication table), the multiplication operation, and the terms factor and product. The pupils practice finding the answers of simple problems by mental calculations, for example, mental multiplication by eleven, ten, nine, and five.

Operation of division and the use of the terms, dividend, divisor, quotient, remainder, perfect division, and non-perfect division.

Formation of 1,000, using sets of 100 and enumeration in increments (increase or decrease) of 100, 50, 25, and 20.

Numbers from 100-200 in steps of tens, fives, and ones.

Analysis and writing of numbers to 200 in hundreds, tens, and other units.

Solutions of simple problems involving one hundred and two hundred, utilizing mental instead of written procedure.

Calculations with Greek money.

Multiplication and division by ten and one hundred and advance to one thousand gradually.

### Fractions

Introduction and practice in obtaining the fractions 1/2, 1/4, 1/3, 1/8, 1/5, 1/6, 1/10, utilizing various visual aids, such as fruits, money, string beans, rocks, and other materials that can assist in the understanding of fractions.

Measurements

Practice length by meters and yards, use of measurement tapes and rulers, (meter, centimeter, millimeters, kilometers).

Volume measurement by appreciation comparison of everyday containers (units: liter, half-liter, one tenth of a liter).

Introduction of weights by using scales, balance, and other instruments (units: kilogram and gram).

Introduction of the concept of area surface by using comparisons of surfaces of squares, traingles, and rectangles. Pupils identify geometrical figures and concepts and review geometrical figures of grade two (square, triangle, circle, axis, parallelograms).

Comparison of sides and angles of squares, rectangles, and triangles. Measurements to obtain sides of square, parallelogram, and their perimeters.

Appropriate drawings and constructions for comprehending geometrical concepts.

Geography

In the third grade geography is introduced. The course of study includes geographical concepts, terms, interrelationships, and maps and geographical study of Greece.

Teacher encourages direct involvement of the student in mental and practical theory, e.g., while studying landforms, the students may study and draw relief maps indicating hills, rivers, lakes, or beaches. The class will take trips to places where such sights can be seen. Upon return to school, the pupils construct relief maps using sand, plaster, or papier-mache.

In addition movies, pictures, and narrations are use for studying regional geography. Pupils study people and places in their full cultural and physical perspective. Exhibits at student fairs display their achievements, e.g., an exhibit of the agricultural products of Greece or U.S.A.

Curriculum

Review of the geographical knowledge acquired in first and second grade through the study of environment.

Village

location
morphology
water supply
climate
agriculture
animals
forestry
industry
art and crafts
fishing
mineral resources
trade
transportation

census of houses
census of people
census of animals
school, church, and museum administration
historical geography of regions
village self-sufficiency
citizens of village or city
traditional Greek hospitality
neighboring villages
monuments and hotels

Pupils learn cartography and do reproductions of geomorphological forms with sand, clay, or plaster.

Pupils construct maps--relief, geophysical, political, products, historical, and tourist.

Provinces

capital
relation of pupil's city to the capital city
major towns
physical characteristics
morphology
fresh and sea waters
forests
climate

historical sights and monuments
needs and problems of the province
location, boundaries, space, historical civilization, and culture
State (Department) - geographical region
general relationship of state capital with village

general characteristics of the Department

physical
economic

political
authorities
  religious
  political
  military
  judicial

institutions
  philanthropic
  educational
  recreational
  trade
  arts and crafts
  industrial

Pupils display the province's products. They construct and use provincial maps.

Pupils review geographical facts, concepts, and relationships in reference to the provice.

## Natural Science and Chemistry

The broad field of natural sciences and chemistry in grade three includes some aspects of zoology, botany, and health. Following is a list of topics for this subject area:

Plants, animals of Greece

domestic and garden animals
plants and animals in the immediate environment
carnation
violet
pansy
bijuria
rose
dog
cat
lamb
goat
cow
donkey
horse
pig
chicken
pigeon
martin
hen
spider
fly
moth
flea
bedbug
almond
apple
mulberry
walnut
fig
olive
prune
cherry
peach
produce
lettuce

tomato
cucumber
cabbage
artichokes
carrots
celery
squash
flowers
narcissus
jonquil
jasmine
daisy
chrysanthemum
worm
leech
snail
Maybug
sparrow
finch

Farm fields during the four seasons

plants
wheat
barley
corn
rye
tobacco
cotton
rabbit
mouse
turtle
skylark
cicada
locust
lizard
snake

Meadows during the four seasons

anemone
wildflower
poppy
camomile
thyme
sage
bee
butterfly
beetle

Pond and lake during the four seasons

rush
reed
cane
willow
frogs
duck
pelican
eel
mosquito
fish

Forest during the four seasons

fin
pine
oak
myrtle
plane-tree
laurel
wolf
deer
squirrel
fox
jackal
eagle

Sea

Teacher conducts a general study of the sea during the four seasons and its influence on the Greek economy.

- sea needs
- mullet
- striped bass
- bass
- shark
- squid
- octopus
- lobster
- shrimp

Familiar rocks and minerals of Greece

- limestone
- marble
- gypsum
- calcium
- clay
- granite
- sand
- igneous rocks
- sedimentary rocks
- metamorphic rocks
- lignite
- coal
- sulfur
- iron ore
- bauxite
- aluminum

## Arts and Crafts

The arts and crafts program in the third year includes drawing, handicrafts, and calligraphy.

### Drawing

Pupils make drawings from the immediate surroundings. The pupil is guided to draw simple objects on a plane surface. The concept of depth and shading is not yet emphasized.

Pupils may draw houses, churches, government buildings, bridges, cars, trucks, or trees.

Free drawing based on the pupil's memory of objects or events is encouraged, in order to allow freedom of individual expression.

The art skill of decorating simple drawing with colors, straight lines, and curves is also encouraged.

### Arts and Crafts

The pupils are guided to draw geometrical figures, triangles, squares, rectangles, and polygons which they later cut and reconstruct. These and other objects are constructed and decorated.

The pupils are guided to construct various pots, buildings, or statues using clay, plaster, and plastic. They also decorate these objects with paint.

Female pupils are trained in the skills of embroidery and knitting.

Calligraphy

The skill of calligraphy is taught as a handicraft, but is integrated into the writing programs.

## Music

Pupils learn the staff and the key of G (whole, half, quarter) 2/4 meter.

Pupils perform exercises in the above items with rhythmical and melodical practices.

Pupils learn songs relating to school opening, and with religious, patriotic, and environmental content.

Theory is also taught in a very simple manner. The notes are introduced in pairs. New material is not introduced until the pupils have demonstrated understanding and competency in the previous material. Emphasis is on the introduction of meter. This is taught in a simple and practical manner.

During singing the students are given a chance to discriminate among vocal tones (forte, piano, pianissimo).

Exposure to various types of music is recommended through the use of records (popular, classical, Greek, and foreign).

The teacher is not obligated to teach all the recommended songs at a given time. He may select among the approved songs and the materials, using his own judgment.

## Physical Education

Health

Health is part of the natural science program and curriculum.

In the third year there is a brief review of the first and second grade on a broader basis.

The program includes whatever affects the personal health of the students and their immediate environment, home, school, and playground. Basic rules of health and accident prevention are taught, as well as fighting contagious disease, taking shots, and using simple drugs.

Pupils learn about home and school ventilation and avoiding drafts, and health rules from home and school.

Pupils demonstrate keeping warm at home and in school and first aid.

Pupils learn of electrical equipment, spoiled food, and fumes from coal-burning furnaces or car exhausts.

The physical education program is conducted on the basis of grade level, age, and physical development. The objectives of of the program include the following:

Exercises to increase strength, endurance, agility, balance, coordination, and flexibility

Participation and interaction in group activities

Opportunities for relief of emotional stress

Opportunities for the development of leadership abilities

Opportunities for getting along with others

Enjoyment of physical activities for self-expression

Development of Olympian spirit in athletic competition

Appreciation of physical exercises for maintenance of physical fitness

Exercises performed in earlier grades are reviewed, expanded, and reinforced.

The following skills are performed, along with activities and exercises, as part of the physical educational program:

Movement exploration

Motor movements:

| | |
|---|---|
| walk | reach |
| run | rise |
| jump | turn |

hop
slide
leap
gallop
skip
crawl
roll
climb
bend
curl
stretch
twist
clap
stamp
shake
bounce
balance
rock
sway
pull
push
dodge
lift

Axial movements

bend
stretch
twist and turn
swing and sway
rise and fall
combination of the above

Individual competitive games

jump
throw
climb
crawl
swim

Group competition

races
hunter
status
broken snake

Greek dances

Clamatianos
Cleftikos
Local dances

Comments

The physical education program includes a great many daily and weekly exercises. The pupils appear in various public performances of religious and national character.

The overall objective of the program is similar to the second grade in cultivating a love for sports, athletic games, and vigorous living in an Olympian spirit of competition, and the development of a sound mind in a sound body.

## GRADE FOUR

Religion

Greek Language

History

Arithmetic and Geometry

Geography

Natural Science and Chemistry

Arts and Crafts

Music

Physical Education

The material in this bulletin is a description of what is taught in Greece in the elementary schools. It is not representative of what is taught in the Chicago public schools.

## GRADE FOUR

### Religion

Religious curriculum and instruction of the fourth year is divided into the historical foundations of the following:

New Testament

- story of Mary
- story of John the Baptist
- story of Jesus Christ
- miracles of Jesus Christ
- teachings of Jesus Christ
- life of Jesus Christ
- crucifixion of Christ

prayers, religious poems, and songs

- review of first and second grade
- introduction of new material from New Testament

geography of Palestine

- historical and geographical conditions of the Middle East
- fall of the Roman Empire

### Greek Language

#### Reading

Pupils increase fluency and natural tone in oral reading of poetry or prose.

Pupils develop expression and comprehension of reading material.

Pupils learn language intonation and stress.

#### Writing

The pupils, through written assignments in all curriculum areas, are encouraged to improve their writing skills.

The teacher's writing provides a model for imitation, and the pupils strive for improvement.

Pupils increase writing performance and motivation.

Grammar

In the fourth year the grammar program reviews, reinforces, and expands the concepts and skills of the third year. New grammatical concepts and skills are introduced which strengthen the linguistic skills and proficiency of pupils. The following objectives and skills are taught and mastered:

- syllabication
- words
- sentences
- accent
- singular form
- plural form
- cases
- nouns, common and proper
- first class noun declensions
- second class noun declensions
- third class declensions
- smooth breath mark
- rough breath mark
- punctuation marks
- articles
- adjective declensions
- degrees of adjectives
- personal, demonstrative, possessive pronouns
- verb voice and tense
- verb conjugations
- prepositions
- adverbs
- conjunctions
- exclamations

The following objectives and skills are part of the grammar program:

- etymology--relationship of words and sequence of word production and synthesis
- syntax--simple sentence, formation and practice of simple sentences using nouns, pronouns, verbs, and adjectives
- linguistic expression--development and practice of announcements, compositions, spelling, and vocabulary

Composition

The instruction in composition aims at the formation of accurate comprehensive thought and expression through the correct word, spelling, and syntax.

Composition indicates the pupil's growth and linguistic development.

Composition themes include the environment and background of the pupils. They may include the home, the school, religion, current events, or other experiences of the pupil. They may include correspondence which the pupils exchange with others.

Compositions are offered in single or group topics from which the pupils may select one or more than one.

The number of compositions should not be less than two per month.

Teachers are to correct and return all compositions with suggestions. The objective is to train the pupils in accurate and specific expression of thought with linguistic skills which promote comprehension and communication of thoughts, ideas, and concepts.

Spelling

Pupils develop spelling skills.
Pupils learn mechanical skills of using language in communicating.
Pupils research the origin and structure of the words.
Pupils establish good habits in applying the rules of spelling.
Pupils improve spelling skills and word recognition which will improve the rate and comprehension of reading.
Pupils cultivate and develop language and spelling skills.

Curriculum

The spelling curriculum is included in the reading text with spelling rules, grammatical exercises, and other language-related exercises.

Comments

The development and acquisition of skills is achieved through applying the rules of spelling and grammar in all situations.

Visual spelling aids are utilized by the teacher, who provides spelling lists of difficult, compound, and new words for comparing and contrasting with familiar words.

The fourth year vocabulary is based on the frequency and usage by the students.

Evaluation of students in spelling skills is performed in a frequent, informal manner, and with two monthly dictations.

Word Skills - Vocabulary

Vocabulary skills are intended for the development of a rich and accurate vocabulary for daily life and to assist the pupil in communication.

Curriculum

The curriculum content of this area is not well defined, since the sources of materials are borrowed from the other areas. Various topics are utilized for discussions and opportunities for development of language skills.

Following is a list of possible topics:

man
human life
culture of man

family life
- relatives
- family holidays

human activities
- agriculture
- livestock
- gardening
- forestry
- hunting
- fishing
- commerce
- industry

nature
- universe
- space
- quantities
- time
- measurement
- meteorology

social environment
- social relationships
- living conditions
- social organization
- justice
- religion
- army

intellectual life
- education
- language
- printing
- art
- music
- theater

Comments

The above topics and their vocabulary are introduced in a comprehensive manner, using the following:

- phonology
- structure
- syntax
- grammar
- memorization
- usage

Pupils compose words, phrases, and sentences on the above topics with teacher guidance and assistance.

Pupils increase vocabulary in all parts of speech, and they learn antonyms, homonyms, and etymology.

## History

The general objective of the history program is to provide the pupils with an opportunity to comprehend and appreciate the cultural heritage of their nation.

Through the study of history, the student is given an opportunity to cultivate positive emotional and spiritual attitudes which will prepare him to join the Greek community.

The pupil will gain historical knowledge and satisfy his natural curiosity about his heritage.

The history program aims at the development and cultivation of provocative thought and the ability to comprehend cause and effect in historical evolution.

Pupils learn historical themes and develop study and research skills and judgment.

Pupils develop national conscience of debt to the past, responsibility for the present, and construction of the future.

Pupils learn to be good citizens, capable of entering the political and national community and contributing to the defense of the Greek heritage and development of Greek culture.

Ancient Greek History

Greek world

- Balkan Peninsula
- Greek islands
- Asia Minor
- Mediterranean Sea

Inhabitants and civilization

- Aegean civilization
- Cretan civilization
- Mycenaic civilization
- excavations of Crete, Pylou, Mycenae, and Thera

Migrations of Greek ancient tribes

- Pelasgian
- Aelian
- Ionian
- Dorian

Greek colonization of Mediterranean world.
Greek colonies in Cyprus, Egypt, Libya, Southern Italy, Sicily, Spain, and Black Sea and expeditions in the Atlantic and North Sea

Sparta

- Spartan society
- Lycoumgo's legislature
- educational training
- Messenian submission
- Amistomenis

Athens

- King Kodros
- Athenian society
- Solon's legislature
- Athenian oath
- Solon and Croisos

Greeks in the colonies
National and spiritual unity

- religion
- language
- ethics
- customs

Olympic games
Oracle of Delphi
Amfictioniae (concept of united Greek city-states)

Persian Wars

Ionia
Greek resistance against Persian expansion
Persian conquest of Greek Asia Minor cities
Mardonious' expedition
Miltiadis
Greek victory of Marathon
battle of Thermopylae
expedition of Xerxis
Leonidas
Salamis naval victory
Themistoclis
Aristidis
Pausanias
Battle of Plateaes
Greek liberation of Asia Minor
Battle of Mycalis
Kimon, liberation of Asia Minor and Cyprus from Persia and the Phoenicians

Rise of the Greek civilization

democracy
Golden Age of Pericles
development of Greek civilization

literature

comedy
art
philosophy
Aeschylus
Sophocles
Euripides
Socrates
Plato

Division among the Greek city-states

Peloponnesian war
dominance of Sparta
dominance of Thebes
Macedonian Greeks
dominance of the Macedonians
Philip and his policy of Greek unity

Battle of Cheronia
Alexander the Great
Aristotle
unification of the Greeks, and the expedition against
  Persia under Alexander
subjugation of the Persians
Hellenization of the East
  Egyptians
  Phoenicians
  Hebrews
  Babylonians
  Assyrians
  Persians
descendants of Alexander the Great
Hellenistic period
division of Alexander's empire
new centers of Greek civilization
meaning of Greek influence in the east

## Arithmetic and Geometry

The teaching of mathematics in the third grade is oriented toward every-day problem solving and the problems increase in difficulty.

Teachers encourage the mechanical, routine problem solving.

### Arithmetic

Enumeration of whole numbers over 2,000

Review of whole numbers 1-2,000 and practice exercises on addition, subtraction, multiplication, and division

Comprehension and meaning of multiple digit numbers from 2,000-10,000, advance from 10,000 to 100,000 and 1,000,000

Writing and oral practice of multiple digit numbers

Analysis of multiple digit numbers

Problem-solving, utilizing addition and subtraction in common situations for oral and written memorization of whole numbers

Multiplication of multiple digit number with ten, hundred, and thousand

Division of multiple digit numbers

Problems in the four basic operations

Introduction to decimal numbers

Writing and reading of decimal numbers

Properties of decimal numbers

The four basic operations with decimal numbers

Conversion of decimal numbers to functions with denominators of ten or otherwise

Solutions of problems with whole and decimal numbers

Introduction of simple decimal fractions 1/10, 2/10, 10/100

Conversion of decimal numbers into decimal fractions and vice versa

Intensive practice in problem-solving using decimal numbers.

Measurement

Units of time, length, weight, and money

Greek and foreign currency

Fractions

Review of fractions learned in the previous grade

Practice and problem-solving for comprehension and usage of fractions

Having denominator less than or equal to 10

Geometry

Review of geometrical principles taught in earlier grades

Identification of rhombus and its comparison and contrast to square (sides and angles)

Measuring the perimeter without definition

Area of the square and rectangle through various measurements and constructions

Identification of cubes, rectangles, parallelogram, and spheres

Parallelograms and sphere

## Geography

General and specific geography of Greece is taught.

Pupils gain geographical knowledge of foreign countries with special reference to countries that are related to Greece economically, politically, or otherwise. Depending on student ability and intellectual level, the teacher may expand on geographical concepts of Greece's location, physical and cultural environment, and relationships with neighbors.

Pupils study cultural, historical, and topographical maps.

Review of the province

- cultural
- physical
- economic
- political

Regional subdivisions
- continental
- peninsular

Department subdivisions
- Sterea Ellas
- Peloponnesos
- Thessalia
- Epiros
- Macedonia
- Thrace
- Aegean Islands
- Crete
- Dodecanese
- Ionian Islands

Study of pupils' geographical region from the economic and political aspects.

Study of other provinces, departments, and regions

Maps
- physical
- cultural
- political
- tourist

Physical phenomena in Greece
- earthquakes
- winds
- tides

The government's responsibility to assist people during national disasters

Complete study and construction of Greek maps

Comments

Special emphasis is placed on the study of the native region and country and basic geographical concepts and meanings. Pupils study and use the map as a primary tool of geography.

Besides the local visits to relevant geographic sights, such as creeks, hills, and beaches, teachers utilize pictures, movies, descriptions, and other means for geographical appreciation.

The students are guided from the beginning to pursue an individual approach to geography, and the individual discriminates relevant and irrelevant material.

Through the presentation of geographic concepts and subject matter, as well as the application by construction of relief maps and other reproductions, the student's interest and motivation is expanded and reinforced.

Through geography fairs and other exhibits, the student feels pride and personal involvement in geographic studies.

## Natural Science and Chemistry

In the fourth year the pupils are exposed to zoology, botany, and health. The curriculum is very similar to that of the third year, but further developed and extended in concepts and content.

Plants and animals of Greece are learned from the immediate environment, such as the house and garden, to the more complex ecological environment of the meadows, prairies, ponds, lakes, forest, and sea. For a detailed outline see the third year curriculum of natural science.

Comments

The teacher should organize the extensive curriculum in such a way as to enrich the understanding of physical environment and to apply that knowledge.

Besides zoological and botanical study, the economic and social importance of plants and animals is considered.

The pupils are encouraged to maintain their own garden and to experiment with planting various plants.

The pupils are expected to experiment as much as possible with animals and plants. Anatomical and botanical experiments are encouraged and guided by the teacher.

## Arts and Crafts

The arts and crafts program in the fourth year includes drawing, sketching, handicrafts, and calligraphy.

### Drawing and Sketching

The pupils are guided in the drawing of objects from nature or from various pictures of natural settings, without emphasis at this level on depth or shadow.

Some of the models for the students are ancient columns, statues of antiquity or temples, as well as animals, birds, fishes, plants, hills, meadows, and farms.

Pupils make drawings of various scenes related to readings from curriculum areas, e.g, the naval battle of Athens and Persia at Salamis.

Pupils learn free drawing to allow expression of their feelings about the environment.

### Handicrafts

Under the teacher's supervision, the pupils make ancient and Byzantine hats and shields from paper envelopes. Using paper, wire, wood, plaster, clay, or gypsum, the pupils make

reproductions of ancient statues, temples, medieval fortresses, the human body, or pots on which they paint animals, fishes, birds, or flowers.

The female pupils are encouraged to develop useful skills in embroidery and knitting.

Calligraphy

In the third and fourth years, calligraphy is not taught independently as are drawing and handicrafts; rather, it is integrated with other areas, stressing the aesthetic, useful values of calligraphy.

## Music

The following general and specific objectives are desirable in the fourth grade music program:

Review of all the objectives and skills introduced in the second grade

Further development of theory of music and opportunities for musical exercises on the same notes and in 2/4 and 3/4 meter

Study of the dotted note (half dotted note), rests (whole, half, quarter), and suitable songs relating to school and with religious, patriotic, and environmental content

## Physical Education

The physical education program of the fourth year is again conducted on the basis of age and level of physical development.

Exercises which develop body awareness and movement

Exercises which develop arm and leg muscles

Exercises that improve muscle movement and coordination

Game exercises that develop good sportsmanship

Skills in handling athletic objects, such as soccer ball, basketball, ropes

Exercises in following directions from the physical education teacher

Development of good sportmanship and cooperation

Exercises in locomotor skills
- walk
- run
- jump
- skip

Development of fundamental movement in nonlocomotor skills
- swing
- sway
- push
- pull
- bend
- stretch
- rise
- twist
- turn
- strike
- dodge

Development of fundamental skills in formations
- single line
- circle
- double circle
- spiral
- arch
- double line
- triple line

Development in direction of movements
- forward
- backward
- clockwise
- counterclockwise
- weaving

Development of axial movements
- bend and stretch
- twist and turn
- swing and sway
- rise and fall
- combinations of the above

Individual competition
- racing
- rope jumping
- throwing (sphere, spear)
- jumping
- galloping
- sliding

Group competition
- races
- soccer
- volleyball
- hunter
- status
- broken snake

Greek dances
- Calamatiamos
- Cleftikos
- local dances

Comments

As in the previous years, the physical education program includes a great many daily and weekly exercises that are intended to stress the importance of physical fitness. The program continues to increase the involvement of the school and pupils in various public programs of religious and national character.

## GRADE FIVE

Religion

Greek Language

History

Arithmetic and Geometry

Geography

Natural Science, Chemistry, and Physics

Arts and Crafts

Music

Physical Education

The material in this bulletin is a description of what is taught in Greece in the elementary schools. It is not representative of what is taught in the Chicago public schools.

## GRADE FIVE

### Religion

Religious curriculum and instruction of the fifth year includes the history of the Christian church.

Descent of the Holy Spirit from Heaven and the establishment of the church
Life of the first Christians
Apostles
Administration of the first Christian churches
Persecutions of the Christians
Co-apostles Constantine and Helen
Heresies and synods
Fathers of the Greek Orthodox Chruch--Basil, Gregory, Chrysostomos

Byzantine religious history
Iconoclastis--Icon worshippers
Iconomachs--Icon fighters

Break of East and West
Religious changes in the West (Luther, Calain, Svigellios)
Christianization of Bulgarians, Slavs, and Russians
Patriarchates
Study of the New Testament
History of the church in modern Greece (Kosmas the Aetolos, Chryssostomos of Smyrna)

### Greek Language

#### Reading

Fluency and natural tone are encouraged in oral reading of poetry or prose. Emphasis is placed on comprehension of material and its structure.

During the fifth year the objectives and skills of the previous years are reviewed and expanded. Concentration is on an increase in vocabulary skills and usage as well as in an increase of reading speed.

Development of intellectual growth of pupils is encouraged through a variety of selected reading materials.

#### Comments

The pupils are encouraged to use other texts besides the basic reader.

Pupils are guided to appreciate reading through opportunities to select books, magazines, or newspapers. The pupil are given the opportunities to present reports to the class from reading materials. (Not a book report as we know it.)

Writing

Pupils increase the physical and intellectual quality of writing.

Pupils establish good writng habits with legible handwriting.

Teacher provides opportunities for exercises in handwriting.

Comments

The students are able to select their own materials in order to increase motivation for quality handwriting.

The teacher supervises and frequently checks the pupils' written work, utilizing behavior modification for the improvement of handwriting.

The teacher provides the model by writing properly on the chalkboard.

Grammar

In the fifth year the grammar program reviews, reinforces, and expands the concepts, skills, and subject matter of the previous year. The intellectual difficulty of the subject matter is accordingly raised to the students' age and level of development.

Phonology

vowels and consonants
division and classification of consonants
classification of vowels
diphthongs
syllabication rules
long and short syllables
accents
accent and declension rules
rough breath
smooth breath
spelling and punctuation
phonological probiems
elision, contraction, assimilation
conjugations
prepositions
conjunctions

exclamations
adverbs, comparison
gender
article declensions
discrimination of nouns and adjectives

nouns
masculine
feminine
neuter

adjectives
declensions
gender
comparison

pronouns
personal
possessive
reflexive
demonstrative
interrogative
indefinite

verbs
tense
voice
person
mood
regular and irregular
verb endings

etymology
syntax
sentence structure

## History

The history program of the fifth year commences with Roman history and ends with the European renaissance.

### Roman and Byzantine history

Roman republic
Greek civil wars
Pyrros, King of Epimos
Aetolian league
Achaean league
Roman invasion and conquest of Greece

Greek cultural influence
Greco-Roman civilization
Christianity
  growth
  development
  persecutions
Constantine the Great
Constantine's War - building of Constantinople
Constantine's successors
Julian the violator
Theodosius the Great
Hellenization of the Eastern Roman Empire
Christian and Greek influence
Justinian
Greek Byzantine language
people, culture, and outlook
Heraclitus
Byzantine wars
Mohammed and the growth of Islam
new religion of the east
growth of the Arabian nation
Greek wars against the Arabs
Slav and Bulgarian threat
Macedonian Dynasty
major emperors of Byzantium
administration of Byzantine Empire
diplomacy
economy
military organization
church
Greek cities

Medieval Europe and the Crusades

fourth crusade
pillage of Constantinople
Frankish oppression of the Greeks
weakening of Greek empire
recapture of Constantinople in 1261
last Greek dynasty of Byzantium
Greek culture before 1453
Turkish history--origin, development,
  Islamic faith, expansion westward
Turkish control of Greece
Turkish capture of Constantinople
Comparison and contrast of Constantine XI
  and Mohammed II
Fate of Greek empire

Reason for the weakening of the empire
review of Byzantium--Hellenism, Christianity,
and western civilization
western Europe, Greece, and the Ottoman empire

## Arithmetic and Geometry

The teaching of mathematics in the fifth year includes arithmetic and geometry in everyday problem-solving processes; it increases in difficulty from the simple to the more difficult. The teachers encourage mechanical routine and thinking processes in problem solving.

### Arithmetic

Pupils review whole and decimal numbers as well as the following:

measurements
fractions
visual aids
improper fractions and their conversion to mixed numbers
addition, subtraction, multiplication, division, and problems
complete fractions

Pupils convert decimal numbers to fractions and vice versa.

Pupils learn conversion of a whole number to a fraction with a given denominator, comparisons of fractions, like fractions and unlike fractions, and conversions of unlike to like fractions, using the lowest common denominator.

### Geometry

Presentation of cube, rectangle, parallelogram, pyramid, cylinder, cone, and sphere
geometrical concepts--point, line, angle, polygon, surface
Straight line, line segment, units of length
Addition and subtraction of line segments,
intersecting lines (different ases),
parallel lines
Angles
Measurements

Plane Geometry--square, rectangle rhombus, trapezoid,
triangle, polygon, circle
Area and units of area
Simple Geometry

Pupils make constructions using geometric instruments (ruler, compass, and others).

## Geography

Geography in fifth grade includes general concepts and content as well as mathematical, physical, and meteorological geographical study.

### Curriculum

earth
land
sea
continent
ocean
physical forms
axis, poles, equator
grid system
great circles
equator
parallels
meridians
latitude
longitude
Tropic of Cancer
Tropic of Capricorn
atmosphere
wind circulation
ocean currents
climate
moisture
map scale
mathematical calculations based on map scales
evaluation of distances based on map scale
physical and political geography
location of Greece in world
location of Greece in Mediterranean world
general study of all continents

## Natural Science, and Chemistry, and Physics

In the fifth year health is also included in natural sciences and chemistry.

Following is a list of topics covered in zoology and botany:

equatorial animals and plants
  monkey
  lion
  tiger

elephant
camel
kangaroo
parrot
peacock
ostrich
crocodile
boa constrictor
cobra
palm tree
sugar cane
indigo
coco tree
coffee tree
banana tree
tea leaves
eucalyptus
cinnamon
camphor

temperate climate animals and plants
beaver
lynx
filbert tree
peanut tree
cane

cold climate animals and plants
reindeer
polar bear
dwarf willow
moss
whale

sea animals not found in the Greek environment
whale
cod
herring

plants and man
cultivation
soil
conservation of soil
prevention of floods
improving the soil
irrigation
fertilizers
water conservation
underground water
climate, temperature, and rain
sun, rain, growth, and plants

- enemies of plant life
  - insects
  - parasites
  - extremes in climate
- classification of plants
  - trees
  - bushes
  - shrubs
- agricultural crops
  - wheat
  - rye
  - rice
  - corn
  - cotton
  - tobacco
- trees
  - grafting
  - tree products
  - fruit
  - lumber
  - paper pulp
- economic significance
- protection of the forest
- vineyards
  - cultivation
  - protection
  - production of wine
  - economic gains
- plants for animal's food
- produce
  - production
  - industry
  - exports
  - hot houses
- structure of plants
- parts of plants and their function

Pupils do experimental projects in raising and reproducing plants in school gardens or pots kept in the class.

minerals
  mineral resources as industrial materials
  minerals supplying energy
    oil
    coal

  nonfuel minerals
    iron
    gypsum
    bauxite
    gold
    copper
    important rocks

  economic importance of minerals for industrial development

In the fifth grade natural science program the Physiki Piramatiki, or physical science, is included.

Matter

simple and compound bodies of matter
physical and chemical phenomena
natural state of matter
  solid
  liquid
  gas
properties of the state of matter

Heat

heat and temperature
sources
thermometer
expansion of solids
application of expansion of solids
expansion of liquids
water anomaly in the laws of expansion and contraction
solidification and melting of matter
evaporation
cooling process of evaporation
man-made ice

boiling
liquefaction of water vapor
distillation of water vapors

Moisture

fog
frost
dew
clouds
rain
snow
hail

Elasticity of gases

steam engine
transfer of heat through conduction
applications

Gravity

center of gravity
falling bodies
balance of bodies
balance of solids on one place

Horizontal Plane

simple engines
levels-crowbars
scale-balance
steelyard
derrick
pulley

Inertia

Centripetal and centrifugal force and their application

Hydrostatics

water level
aqueducts
water fountains, springs, and wells
artesian wells
pressure of liquids in horizontal balance against the
  bottom and walls of the container
whirlpool and Pascal's principle
hydraulic pressure
Archimidean principle
density and weight
measurement of density and weight in solid or liquid
  state through the method of aru
water as a source of energy

Aerostatics

atmosphere
atmospheric pressure
Toricellis experiment
barometer
hydropump
air-pump
principle of Archimidison air
balloons
airplane
rocket
spaceship
satellite
air as a source of energy
windmills
sailboats

Chemistry is also introduced in this year and is part of the natural sciences. Following is a list of topics:

elements
symbols of basic elements
chemical mixtures and chemical binding
air, oxygen, hydrogen, nitrogen
water--origin, composition, filtration, sterilization
sodium chloride
extraction of salt from sea water
carbonic potassium
carbon monoxide
carbon dioxide
sulfur
phosphate
lime
carbon lime

## Arts and Crafts

The arts and crafts program in the fifth year includes drawing, sketching, handicrafts, and calligraphy.

### Drawing and Sketching

The pupils are guided to draw natural scenes, based on views or pictures of houses, churches, books, trees, plants, flowers, and other objects, using the following skills.

Use of the basic colors, production of other colors by mixing, e.g., yellow and blue producing green

Shading in black and white

Imaginative drawing

Decorative skills

Pupils decorate pottery with geometric, archaic figures and contemporary scenes of modern Greek life.

Handicrafts

Pupils construct architectural projects of houses, churches, public buildings, and other structures.

Pupils do decorating projects with painted strips of paper on papier-mache.

Pupils use chicken wire, paper, cardboard, and other common materials for the construction of pots, boxes, and other objects.

Wood as a material is introduced in the arts and crafts program in this year.

Pupils are guided to construct trays, boxes, bookshelves, chairs, and other objects.

Pupils are guided to carve statues of people and animals and to make relief maps.

Female pupils, in addition to the above, are offered opportunities in developing skills of knitting and sewing, needlework, and embroidery.

Calligraphy

Cursive writing of small and capital letters is developed and opportunities for practicing are provided.

Music

The following general and specific objectives are desirable in the fifth grade.

Theory of music, review of all materials in the previous grade

Learning notes in the staff, including those below and above staff

Review of meter, weak and strong accents

Exercises in 2/4 and 3/4 meters, eighths, fermata, or hold

Singing suitable songs

Singing is more difficult than in previous grades. Simple songs for two voices are learned (preferably national and religious songs, including simple folk songs and popular songs of national content).

## Physical Education

The physical education program in the fifth and sixth grade is conducted on the basis of age and level of physical development.

The pupils in these grades are encouraged to appreciate the importance of physical education; the daily and weekly exercises are more complete, and they include the following objectives, skills, and activities.

Exercises which develop body awareness and movement

Exercises which develop arm and leg muscles

Exercises which improve muscle movement and coordination

Game exercises that develop good sportsmanship and cooperation

Skills in handling athletic objects--soccerball, volleyball, basketball, ropes

The specific skills of fourth grade are reviewed, reinforced, and expanded.

The games and dances of the previous year are upgraded and are more difficult.

The competitive spirit in gymnastics is expanded. In these grades the exercises for boys and girls may differ, horizontal bars may be introduced, and various exercises are performed.

The girls are given various opportunities to perform mastered skills and to gain an appreciation of the program's objectives.

## GRADE SIX

Religion

Greek Language

History

Arithmetic and Geometry

Geography

Natural Science

Arts and Crafts

Music

Physical Education

The material in this bulletin is a description of what is taught in Greece in the elementary schools. It is not representative of what is taught in the Chicago public schools.

## GRADE SIX

### Religion

Religious curriculum and instruction expand into the religious structure of the Greek Orthodox church.

#### Liturgy

structure of churches
styles of churches
instruments and religious garments of holy symbolism
religious explanation of masses and other related events in the church

#### Catechism

religion
polytheistic
monotheistic
Christendom
Orthodox Christian Church
other Christian churches

#### Prayers

early Christian correspondence
New Testament

#### Mysteries of the Church

### Greek Language

#### Reading

Pupils become skilled in reading material with comprehension and in logical sequence.

Pupils develop competence in understanding and usage of language.

Pupils develop expressive skills in the written language with increased vocabulary.

Pupils use other reading texts besides the designated basic reader, e.g., books, magazines, newspapers.

The pupil's interest and motivation in reading is increased through exposure to various reading material.

Writing

The pupils, through written exercises, are guided to develop good writing habits.

The teacher provides the model for legible handwriting.

Grammar

Grammar is the core of the Greek language program, which attempts to provide the linguistic (phonological, structural, and syntactical) skills through which the students will develop in oral and written language, as well as thought.

Phonology

Review of previous material and introduction to new phonological aspects of the Greek language. (See grade five.)

Structure

Review of fifth grade material with emphasis and exercises in the declension and of nouns and adjectives.

Adjectives

- degrees of comparison
- numerical adjectives

Pronouns

- properties
- classes

Verbs

- classes
- voice
- tense
- conjugation
- stem and inflected forms

Adverbs

Etymology

- production and use of words
- related words

Syntax

sentences
simple sentences
parts of simple sentences

Pupils have frequent reviews and expansion of the grammatical rules and exercises.

Pupils do expressive language exercises and reports.

Composition

Pupils express their thoughts accurately and comprehensively.

Pupils practice writing, using correct grammar, syntax, and spelling, and they learn to express concepts and feelings.

Pupils learn to write letters of invitation, sympathy, and gratitude.

Pupils learn to prepare reports and fill out various application forms.

Pupils learn to use logical sequence for describing situations, stories, or ideas.

The pupil achieves a sense of accomplishment in his growth and development in language expression.

Comments

In composition the pupils are urged to use all the skills and training of the language program as well as other areas.

Choice of subject matter is provided to increase interest and motivation.

Composition topics may be given to the whole class or on an individual basis.

Teachers are to guide, supervise, evaluate, and grade each composition.

Compositions and various topics may occasionally be discussed orally in class.

Spelling

Pupils increase spelling skills.

The pupil is able to write and spell, using rules and regulations of Greek grammar and syntax.

Pupils develop an understanding of word structure and development.

Pupils increase word recognition and reading ability.

Curriculum

The curriculum cannot be determined in advance, because of various reasons. The teacher's personal judgment determines the content.

A great deal of the spelling curriculum is obtained from the basic reading texts and is interrelated with the entire Greek language program.

The spelling exercises are carefully selected and graded by the teacher.

Comments

Spelling is an important part of the language arts program, and its overall objectives aim at combining the mechanical and logical methods of application.

Each new word in spelling is presented in phonological, structural, and syntactical context in order to assist the pupil to use it in various exercises.

Teachers decorate the rooms with lists of spelling words, synonyms, and antonyms.

Pupils learn to utilize the Greek dictionary.

Teacher conducts frequent oral and written evaluation of the pupil's progress to assist the pupil to realize satisfaction from his progress.

Vocabulary Skills

Vocabulary skills are taught through exercises which attempt to increase oral and written language skills.

Curriculum

The curriculum content of vocabulary skills is drawn from all other areas.

The areas from which curriculum material for vocabulary skills are taken follow:

man
life
body
disease
health
basic needs (food, shelter, clothing, occupation, and amusement)
family life
nature
culture

Comments

By the end of six years of elementary school, the pupil is capable of handling three to four thousand words in oral and written language.

The pupils are capable of relating each new word in the context of subject, action, symbol, or meaning that they represent. Teachers are urged to provide, whenever possible, visual aids for representation of word meaning.

The pupils master skills which assist proficiency in language communication, spoken or written.

History

The history program of the sixth year includes Greek history from 1453 to the present.

Turkish Occupation of Greece

suffering of Greek nation
religious and political organization in the Turkish empire
Greek communities within Greece and overseas during this period
Phanariots, the Sultan's great translators

Armed resistance of Greece
  Cleftes*
  Armatoly*
  Souliots+
  Maniates+
  Cretans+
Greek seamanship
Development and organization of the
  Greek naval forces
spiritual strengths of Hellenism
  secret schools
  Adamontios Koraes

Prerevolutionary Period

the idea of national liberation
major Greek revolutionary movements
  prior to 1800
Lambros Katsonis
George Androutsos
Rigas Phaereos
friendly society
struggles of Souliotises
dance of death at Zalogou

Greek Revolutionary War

events of the war
heroes and heroines
European sympathy
European assistance
Lord Byron, the great philhellene (friend of Greece)
end of the revolutionary war
recognition of Greece as an independent nation
meaning of the revolution

Greece as an Independent Nation

Otto and Amalia, first Bavarian Kings of Greece
King George I
union of the Ionian islands with Greece
Greco-Turkish war of 1897
struggle of the Greek Macedonian
Eleftherios Venizelos
Balkan wars of 1912-13

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* Fighter in the mountains who refused to submit to the Turks.

\+ Areas of resistance or common rebellions. Mani was the only Greek area that was never captured.

Greco-Bulgarian War of 1913

Greece in World War I
- treaty of Services
- great idea
- expedition to Asia Minor
- catastrophy of the great idea and Hellenism-in Asia Minor
- expulsion of Greek populations
- exchange of populations
- problems of the refugees

Greece during World War II
- settlement of the refugees
- constitutional changes
- dictatorship of John Metaxas
- World War II
- Greco-Italian War
- liberation
- Civil war 1946-1949
- U.S.A. aid
- Cyprus rebellion
- Coup of 1967
- Cyprus catastrophy
- return of democracy

## Arithmetic and Geometry

The teaching of mathematics in the sixth year includes arithmetic and geometry in everyday problem solving. It continues to increase in difficulty from the simple to the difficult and it expands according to age and level of achievement of the students.

The teacher continues to emphasize mechanical routine and thinking in problem-solving situations.

Sets, concepts, and examples, empty or null sets, definition of set. Operations of sets (union, intersection, and examples). Proportionality, quantities directly proportional, inversely proportional, simple method of the three. Interest problems of all kinds.

Loans and revelant problem solving. Breaking up a number in parts proportional to given numbers, accounting problems. Mean or average numbers and problems, literal numbers and problem solving, simple equations.

Review of plane surfaces. Solid, cube, rectangle parallelogram, pyramid, base triangle, square, circular cylinder and circular cone, area, total area, partial area, and volume.

Comments

Pupils make constructions of all geometric figures in arts and crafts.

Daily oral and written homework is given in mathematics problems.

## Geography

General

The sixth year of geographical study includes the following from physics and astronomy:

Sky
- telescope
- man-made satellites
- rockets
- radio-telescope
- photographic cameras

Stars
- constellations
- galaxies
- sun
- planets
- satellites
- heleocentric planetary system
- planetoids
- asteroids
- comets

earth in relation to other heavenly bodies

earth and its evolution from a heated gaseous mass to a solid mass

formation of lithosphere

formation of the hydrosphere

formation of the atmosphere

formation of rock layers
- igneous
- sedimentary
- metamorphic

formation of minerals

earth motion

Motion of earth around its axis and the phenomenon of day, night, and the time system.

Motion of the earth around the sun and the phenomena of year and season.

Motion of the earth around the sun. The inclination of the earth's axis by 23.5 to the plane of the ecliptic and the resulting differentiation in the length of day and season; the calendar.

The moon--formation, size and shape, motions and phases. Eclipses of the moon and sun.

Greece
- mountains
- area
- population density
- physical regions
- morphology and topography
- geographical regions
- climate
- agricultural products

Balkan Countries

European Common Market

Anthropography
- races
- languages
- religions
- political systems

Comments

The curriculum of environment or geography should be taught on the following instructional suggestions:

Reading of map, as well as utilization of local geographical resources is suggested.

Since the Greek curriculum is based on graded sequential spiral form, it is necessary for the pupils to have acquired the basic concepts, skills, and subject matter of the previous year.

It is suggested that geography of the sixth year be taught on a broad basis, covering all areas of historical, political, cultural, social, economic, and demographic geography.

Each geographical region or country is taught in a comprehensive manner and the memorization of unrelated names, facts, or figures should be avoided.

Countries which have physical, economic, and political relations with Greece are given a more comprehensive coverage.

Field trips are necessary, i.e., educational visits to places of geographical relevancy, such as weather station, Astronomical Institute.

Instructional materials are used, such as the globe, maps, compass, pictures, traveling cards, graphic and plastic representations, radio and television, through which concepts and subject matter of geography can be visualized and absorbed.

Geography is correlated with arts and crafts to promote the ideals of world brotherhood and interdependency by encouraging correspondence of ideas and projects with other countries.

Natural Science

The sixth year of natural sciences builds on the foundations of the fifth year, reinforcing, expanding, and introducing concepts and skills related to the fields of zoology, botany, physics, chemistry, health, and anatomy.

Zoology

Vertebrates
- mammals
- birds
- reptiles
- amphibians
- fish

Invertebrates
- insects
- mollusks

Domestic animals
- livestock
- food
- health

Animals and their contribution to man's survival

Birds
- characteristics
- classification
- ornithology

general characteristics of amphibia and reptiles
general characteristics of insects
honey bees

Anatomy and Health
- bone structure
- general description
- deformities and disfiguration
- muscular structure
- brain and nervous system
- reasons for deterioration of nerves
- organs of sensation
- vision--organs and health
- hearing--organs and health
- other senses

food and the human body

- digestion and the digestive organs
- health
- alcohol and alcholism

Sound

production and transmission
speed
refraction
echo and counterecho
sound waves, frequency reception

Light

source
light-giving bodies
light-reflecting bodies
transparent bodies
semitransparent bodies
nontransparent bodies
speed
refraction
mirrors
refraction of light
lenses
nearsightedness
farsightedness

Photography

camera
microscope
movie camera
telescope
searchlight
prism
rainbow

Magnetism

magnets
properties of magnets
natural and man-made magnets
magnetic spectrum
mutual magnetic influence
molecular theory of magnets
earth magnetism
geographical and magnetic poles of the earth
magnetic needle
magnetic compass
compasses used in ships, planes, and satellites

Electricity

static electricity
types of electricity
electrical pendulum
electrical conductors
atmospheric electricity
thunder, lightning, and the lightning rod
dynamics of electricity
electrical current and sources
batteries
transportation and use of electricity
electrical installations

Electromagnetic Applications

electromagnets
telephone and telegraph
electrical bell
inductive currents and their production
electromagnetic waves of radio, television,
record player

Atomic Physics

splitting of the atom
atomic energy
radiation
A.B. rays
uranium

Chemistry

Chemistry that was introduced in the fifth year continues into the sixth.

Curriculum

petroleum
    physical and chemical composition
    by-products and their use
natural gas
    production and purification
    by-products of carbohydrates
    acetylene
alcohol
    pharmaceutical usage
    alcohol and harm to health
sugar
glucose

vitamins
hormones
insecticides
antibiotics

Comments

The following suggestions are given for the natural science instructional program.

Teacher's methods and techniques in the natural science curriculum include observation, collection of data, and numerous and varied experiments.

The experiments should motivate the pupil in thought and scientific analogies.

Simple and safe experiments are offered to the pupils in a group or as individuals.

Pupils are guided in developing precise observation, gathering data, and recording and writing their findings and conclusions clearly.

The proper laboratory with proper instruments and facilities is necessary to each school for a successful natural science program.

Teachers utilize simple and safe experiments.

The success of the program is dependent on the personality, ingenuity, and productivity of the teacher and the effort of the students.

The instructional program includes informal discussions of naturally occurring phenomena, so that the pupils can be provided with opportunities to understand the physical environment and man's ability to harness it.

## Arts and Crafts

The arts and crafts program includes drawing, handicrafts, and calligraphy.

Drawing

The teacher guides the pupils in the drawing of objects or natural settings, utilizing pictures or real objects from the immediate sourroundings.

human blood
  composition of blood
  blood groups
  bacteria and viruses
  contagious diseases
  epidemics
  antibodies
  shots
  disinfection
  sterilization
lungs
  clean air
  lung diseases
  cigarette smoking
blood groups
excretory system
glands
general health
prevention of accidents
first aid

Botany and Biology

Pupils learn the mutual dependence of plant and animal life, harmony and unity in nature.

School terrarium, menagerie, and aquarium can be utilized for the pupils' observation of plant and animal life in growth, development, and reproduction.

The dissection of animals, birds, and fish can increase direct involvement and motivation.

Presentation of movies, slides, and filmstrips which describe the interdependence of living ecological systems can also contribute to the understanding of the pupils.

Visits to farms, meadows, and prairie areas, as well as parks, ox stalls, poultry farms, zoos, forest preserves, and mines expand comprehension and meaning of living interdependency.

This area must be related to others, especially that of geography and hygiene.

In the sixth year, natural science programs are expanding the study of physiki pinamatiki, or physical science.

Pupils are guided to discriminate among geometrical figures, such as the following, utilized in architectural structures.

cylinders
cubes
pyramids
rectangles
triangles
circles

The pupils construct these figures with paper, cardboard, or other materials and utilize them in their projects.

The pupils are taught the values of vertical, horizontal, and slanted lines.

The pupils learn to use the level.

The pupils utilize shadow for representation of volume, size, and other drawing principles.

Drawing based on imagination and fantasy to allow the personal expression of the pupils is encouraged.

Pupils are given the opportunity to draw outdoors for direct contact and appreciation of nature.

Decorative drawing involves the pupils in the decoration of pots and other objects or projects that pupils construct.

Handicrafts

The pupils are involved in the making of objects related to other areas and in developing handicraft skills.

Utilizing papier-maché, cardboard, and other materials. the pupils construct geometrical figures, houses, churches, trays, and relief pictures of maps or villages.

Woodwork is expanded in the sixth year, as well as use of clay, gypsum, cement, and mosaics for various activities, which are intended to provide knowledge of these materials.

Girls are encouraged to gain knowledge and develop skills in embroidery, knitting, sewing, and needlework.

## Calligraphy

The proper writing of small and capital letters and increased speed in writing are emphasized. The students are given instruction in the decorative writing of epigrams and other titles. In general, calligraphy is closely related to the other areas.

## Music

The music program is expanded in the grade six program to include a broader scope of goals and objectives.

The program includes a review of the previous grades and an introduction of the 7/8 meter and quarter and dotted notes.

Pupils review and practice all the exercises and materials of the previous five years, including melodical and rythmical exercises.

The teacher is required to teach the approved songs of the program, but he is not bound to follow a certain order.

The school is responsible for the organization and development of a choir among the talented pupils in the school. This choir is to perform during religious, national, and school holidays.

The program aims at an increased appreciation of religious music by listening to records and visiting the neighborhood church.

The program also attempts to expose the students and increase their appreciation of classical music by listening to records and studying the biographies of the world's great composers.

The teacher also attempts to establish a music library, including records and biographies of musicians of all types.

## Physical Education

The physical education program of the sixth grade is conducted on the basis of age and level of physical development.

The pupils in this grade are incouraged to appreciate the importance of physical education. The daily and weekly exercises are more complete and advanced. The overall program is very similar to the previous year.

The activities of the program are aimed at developing body awareness, movement, and coordination.

The exercises are intended for the development and strengthening of arm and leg muscles.

Exercises are intended for the development and improvement of muscle movement and coordination.

Pupils play games which develop good sportsmanship and cooperation.

Pupils develop skills in handling athletic objects, such as soccerball, volleyball, basketball, ropes.

The specific skills of the previous grade are reviewed, reinforced, and expanded.

The games and dances of the previous years are also upgraded and more sophisticated.

The competitive spirit in gymnastics is expanded and culminated with an exhibition of skills acquired through the year, attended by the local community at the end of the school year.

The activities of the program may be separated between boys and girls as in the fifth grade.

The pupils are given various opportunities to acquire new skills and to perform those that they have mastered.

The overall objective of the physical educational program can be summed up in the ancient tradition of the Greek spirit of a sound mind in a sound body.

## Self-contained Multilevel School

Following is a typical departmentalized weekly schedule of a Greek elementary school. However, there are many self-contained, multigrade schools throughout Greece in which split grades and levels can vary from two to six classes.

GRADE ONE

Weekly Schedule
Class A

| Subjects | Mon. | Tues. | Wed. | Thurs. | Fri. | Sat. | Total |
|---|---|---|---|---|---|---|---|
| Religion | | | | | 11-12 | 11-12 | 2 |
| Reading | 9-10 | 8-9 | 8-9 | 8-9 | 8-9 | 8-9 | 6 |
| Composition Word Skills | 8-9 | | | | | | 1 |
| Grammar-Orthography | | | | | 9-10 | 9-10 | 2 |
| History | | | | | | | |
| Geography Environmental Studies | | 10-11 | 10-11 | | 10-11 | | 3 |
| Arithmetic | 10-11 | 9-10 | 9-10 | 9-10 | | | 4 |
| Natural Sciences, Physics | | | | | | | |
| Chemistry | | | | | | | |
| Arts and Crafts | 11:30-12:00 | | 11:00-11:30 | 10:30-11:00 | | | 1½ |
| Drawing | 11:30-12:00 | | 11:30-12:00 | 10:00-10:30 | | | 1½ |
| Physical Education | | 11:00-11:30 | | 11:30-12:00 | | 10:30-11:00 | 1½ |
| Music | | 11:30-12:00 | | 11:00-11:30 | | 10:00-10:30 | 1½ |
| TOTAL | | | | | | | 24 |

GRADE TWO

Weekly Schedule
Class B

| Subjects | Mon. | Tues. | Wed. | Thurs. | Fri. | Sat. | Total |
|---|---|---|---|---|---|---|---|
| Religion | | | | | 10-11 | 11-12 | 2 |
| Reading | 9-10 | 8-9 | 8-9 | 8-9 | 8-9 | 8-9 | 6 |
| Composition Word Skills | 8-9 | | | | | | 1 |
| Grammar-Orthography | | | | 9-10 | 9-10 | | 2 |
| History | | | | | | | |
| Geography Environmental Studies | 11-12 | 10-11 | 10-11 | 10-11 | 10-11 | 9-10 | 6 |
| Arithmetic | 10-11 | 9-10 | 9-10 | | | | 3 |
| Natural Sciences, Physics | | | | | | | |
| Chemistry | | | | | | | |
| Arts and Crafts | | | | 11:00-11:30 | | 10:30-11:00 | 1 |
| Drawing | | 11:30-12:00 | | 11:30-12:00 | | 10:00-10:30 | 1½ |
| Physical Education | 12:00-12:30 | 11:00-11:30 | 11:30-12:00 | | 11:30-12:00 | | 2 |
| Music | 12:30-1:00 | | 11:00-11:30 | | 11:00-11:30 | | 1½ |
| TOTAL | | | | | | | 26 |

GRADE THREE

Weekly Schedule
Class C

| Subjects | Mon. | Tues. | Wed. | Thurs. | Fri. | Sat. | Total |
|---|---|---|---|---|---|---|---|
| Religion | | | | | 11-12 | 11-12 | 2 |
| Reading | 9-10 | 8-9* | 8-9 | 8-9 | 8-9 | 8-9 | 6 |
| Composition Word Skills | | 8-9* | | | | | |
| Grammar-Orthography | | | | 9-10 | 9-10 | 9-10 | 3 |
| History | 11-12 | 10-11 | | | | | 2 |
| Geography Environmental Studies | | | 10-11 | 11-12 | 10-11 | | 3 |
| Arithmetic | 10-11 | 9-10 | 9-10 | 10-11 | | | 4 |
| Natural Sciences, Physics | | 11-12 | 11-12 | 12-1 | | | 3 |
| Chemistry | | | | | | | |
| Arts and Crafts | 1-2 | 1-2 | | | | | 2 |
| Drawing | | 12-1 | 1-2 | | | | 2 |
| Physical Education | 12:30-1:00 | | 12:00-12:30 | | 12:30-1:00 | 10:30-11:00 | 2 |
| Music | 12:00-12:30 | | 12:30-1:00 | | 12:00-12:30 | 10:00-10:30 | 2 |
| TOTAL | | | | | | | 31 |

*Combined

GRADE FOUR

Weekly Schedule
Class D

| Subject | Mon. | Tues. | Wed. | Thurs. | Fri. | Sat. | Total |
|---|---|---|---|---|---|---|---|
| Religion | | | | | 11-12 | 11-12 | 2 |
| Reading | 9-10 | 8-9 | 8-9 | 8-9 | 8-9 | 8-9 | 6 |
| Composition Word Skills | 8-9 | | | | | | 1 |
| Grammar-Orthography | | | | 9-10 | 9-10 | 9-10 | 3 |
| History | 11-12 | 10-11 | | | | | 2 |
| Geography Environmental Studies | | | 10-11 | 11-12 | 10-11 | | 3 |
| Arithmetic | 10-11 | 9-10 | 9-10 | 10-11 | | | 4 |
| Natural Sciences, Physics | | 11-12 | 11-12 | 12-1 | | | 3 |
| Chemistry | | | | | | | |
| Arts and Crafts | 1-2 | 1-2 | | | | | 2 |
| Drawing | | 12-1 | 1-2 | | | | 2 |
| Physical Education | 12:00-12:30 | | 12:30-1:00 | | 12:00-12:30 | 10:00-10:30 | 2 |
| Music | 12:30-1:00 | | 12:00-12:30 | | 12:30-1:00 | 10:30-11:00 | 2 |
| TOTAL | | | | | | | 32 |

GRADE FIVE

Weekly Schedule
Class E

| SUBJECT | Mon. | Tues. | Wed. | Thurs. | Fri. | Sat. | Total |
|---|---|---|---|---|---|---|---|
| Religion | | | 11-12 | 12-1 | | | 2 |
| Reading | | 8-9 | 8-9 | 8-9 | 8-9 | 8-9 | 5 |
| Composition Word Skills | 8-9 | | | | | | 1 |
| Grammar-Orthography | | | | 9-10 | 9-10 | 9-10 | 3 |
| History | 10-11 | 10-11 | | | | | 2 |
| Geography Environmental Studies | | | | | 11-12 | 10-11 | 2 |
| Arithmetic | 9-10 | 9-10 | 9-10 | 10-11 | | | 4 |
| Geometry | | | | | 10-11 | | 1 |
| Natural Sciences Physics | 11-12 | 11-12 | | | | | 2 |
| Chemistry | | | 10-11 | 11-12 | | | 2 |
| Arts and Crafts | 12-1 | 12-1 | | | | | 2 |
| Drawing | | | | | 12-1 | | 1 |
| Calligraphy | | | 12-1 | | | | 1 |
| Physical Education | 1:00<br>1:30 | 1:00<br>1:30 | 1:00<br>1:30 | 1:00<br>1:30 | | | 2 |
| Music | 1:30<br>2:00 | 1:30<br>2:00 | 1:30<br>2:00 | 1:30<br>2:00 | | | 2 |
| TOTAL | | | | | | | 32 |